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detail by four subdivisions, namely, northeastern United States, southeastern United States, interior United States, and western United States. Notable features of the treatment of northeastern United States are the articles on "The Relation of Environment to the Textile and Paper Industries of Massachusetts," "Geographic Influences in the Development of New York State," and "The Relation of the Port of New York to the Foreign Commerce of the United States." The material relating to southeastern United States is concerned principally with soils and crops. Significant papers in the section on interior United States treat of the resources and physical environment of the Great Plains region. Concerning western United States, typical articles are "The Relation of Water Resources to Economic Activities in the West," "Water Resources of California," and "Forest Resources and the Lumber Industry in the Pacific States."

The ten principal geographic divisions of Mexico are defined and the climatic contrasts noted. In addition, seventeen different selections treat of various aspects of Mexican geography, such as "The Relation of Geographic Conditions to the Development of the Mexican Railroad System," "The Economic Significance of the Colorado Delta," "Geographic Conditions Affecting Land Tenure and Revolutions in Mexico," "The Mexican Cattle Ranges, and "The Petroleum Industry."

The selection and organization of the material presented makes the book valuable both for use in instruction and as a means of introducing the beginning student to a wide range of valuable literature in the field of economic geography to which he would not otherwise have ready access.

LUTHER LEECH

Project method in general science.—The general enthusiasm for the project method of class instruction has stimulated the publication of numbers of textbooks which aim to adapt the materials presented to this type of teaching. A new text¹ of this kind in the field of general science is offered for use in the first year of high school or in junior high school work. The specific aims of the book, as stated in the Preface, indicate the point of view which influenced the selection and organization of the material.

First: to encourage the spirit of inquiry, and to cultivate the attitude of independent judgment, of openmindedness, and of reliance upon facts.

Second: to put the pupils in possession of certain fundamental truths which give an explanation of many everyday activities.

Third: to lead pupils to a broad view of the forces that affect their surroundings, rather than a detailed study of some one section of their environment. The pupils of this early adolescent period are interested in big units and a broad outlook, rather than in minute details [p. iii].

The author considers the environment as a whole without dividing it into the various special sciences. The material has been selected from that part

¹EDGAR A. BEDFORD, *General Science*. Boston: Allyn & Bacon, 1921. Pp xxiii+387.

of the environment which is related to the practical interests of the pupils and is organized into five large units. Each of these units is made up of a number of projects, which in turn are divided into problems. Additional individual projects are suggested, making the text readily adaptable to any type of class work.

The content of the book is very practical, being influenced in the choice of its topics by the needs of the ordinary well-educated citizen. For example, Unit I, "Relation of Water to Everyday Activities," considers such topics as the relation of plants to moisture, moisture in the air and its importance to us, water power, the water supply, sewage disposal, and water as a means of transportation. By means of pointed questions, illustrations, and diagrams the principles involved are brought to the attention of the student. Other units of the text deal with "The Relation of Air to Everyday Activities," "The Relation of Us to Sun, Moon, and Stars," "Work and Energy," and "Relation of Soil and Plant Life to Everyday Activities."

As a departure from the old, more formal type of text, this book is to be commended. The material is both carefully chosen and well arranged and will appeal to the interests of the pupils.

SHIRLEY HAMRIN

CURRENT PUBLICATIONS RECEIVED

GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

- BODE, BOYD H. *The Fundamentals of Education*. New York: Macmillan Co., 1921. Pp. xi+245.
- CAMERON, EDWARD HERBERT. *Psychology and the School*. New York: Century Co., 1921. Pp. xiv+339. \$2.00.
- CAMP, HAROLD LAVERNE. *Scales for Measuring Results of Physics Teaching*. "University of Iowa Studies in Education," Vol. II, No. 2. Iowa City, Iowa: University of Iowa, 1921. Pp. 51.
- GODDARD, HENRY H. *Juvenile Delinquency*. New York: Dodd, Mead & Co., 1921. Pp. v+120.
- NIEMEYER, N. *Children and Childhood*. New York: Oxford University Press, American Branch, 1921. Pp. 206.
- Part-Time and Continuation Schools Abroad*. "Part-Time Education Series," No. 8. Berkeley, California: University of California, 1921. Pp. 48.
- Public Education in Kentucky*. New York: General Education Board, 1921. Pp. ix+213.
- Public Education in North Carolina*. New York: General Education Board, 1921. Pp. xiv+137.

BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- APPLETON, R. B. *Ludi Persici*. London, England: Oxford University Press, 1921 [revised]. Pp. 68.